



# MCESA

Maricopa County Education Service Agency

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## Handout to Accompany Webcast 4: Sample Items and DOK

### Sample Classroom Activities

DOK	Activity	Revisions
1	Students respond to this question chorally: What is the musical pattern heard in this piece of music?	
2	Turn and tell you neighbor what it means to dribble.	
2	Keep a personal dictionary of the new words we are learning all year.	
3	Students perform in an ensemble following a conductor's cues.	



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## **Reflection Question**

How can you use the concept of Depth of Knowledge in your day-to-day planning?



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### Script of Webcast 4

### Sample Items and DOK

Welcome. Through this webcast you will analyze the sample items provided for the fine arts and PE assessments, as well as think about how Depth of Knowledge can be applied to your day-to-day instruction. This webcast is designed to be watched with a small group of people or in partners. It will lead you through two activities to help you process the information. To participate in the activities, you will need copies of the sample items for the art, music, or PE assessments and the handout that accompanies this webcast.

In the previous webcasts, you have learned how to use item specifications to inform long-term planning. You have also learned about Depth of Knowledge as a system to measure the complexity of student thinking. In this webcast, you will apply DOK to actual test items and then to classroom activities. First, let's review the four DOK levels.

LEVEL ONE is recalling facts.

LEVEL TWO is applying basic skills or conceptual knowledge.

LEVEL THREE is strategically reasoning and connecting ideas.

LEVEL FOUR is extended thinking over time.

When the end-of-course assessments were written, DOK was applied to individual items in addition to the standards. So every item on every assessment has a DOK level attached to it. Here is a sample item from 3rd grade PE.

*Mr. Bates places two fingers on his neck after he exercises. What is Mr. Bates **most** likely doing?*

- A. He is testing his flexibility.*
- B. He is finding his heart rate.*
- C. He is taking his body temperature.*
- D. He is checking his muscle strength.*

The correct answer is B. What do you think is the DOK level of the item? This item is labeled DOK 2, because the student has to use his knowledge of the steps of a heart rate test to visualize and then answer the question. Here is another sample item from Choir.

*Which musical term is defined as the distance between two notes?*

- A. interval*
- B. legato*
- C. phrase*
- D. staccato*



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The correct answer is A. What do you think is the DOK level of the item? This item is labeled DOK 1, because students are expected to recall a single vocabulary word. Now you are going to read the sample items for your content area and discuss its DOK level. These items are actual assessment items that have gone through the review and field test process and have established reliability scores. These items fairly represent the type and quality of the items on the actual post-assessment for your subject. However, none of these items are included on any of the actual assessments, because they have been released for professional development purposes. For this activity, please start by covering the data at the very top of the sample items. Your task is to read the test item and discuss what DOK level you think it is. Then you can check your thinking by uncovering the information at the top. If your prediction does not match the actual DOK level listed, try to imagine the conversation that the test writers had as they labeled the DOK level. Pause the webcast here to complete this activity.

For the second part of this webcast, you will apply Depth of Knowledge to classroom activities. Why would it be important to spend time on this? Well, many of the assessment items are written to the DOK 2 level. So classroom instruction should align to **at least** that level. Also, teacher observation rubrics typically have indicators that are related to student engagement and thinking. These indicators reveal that working at a high DOK level in the classroom is being measured. In the next activity, you will consider some typical classroom activities and try to revise them to elicit a higher Depth of Knowledge from the students. The handout that accompanies this webcast has a chart with DOK and classroom activities already listed. Consider the second activity; it says..... *Turn and tell you neighbor what it means to dribble.*

What is a way to change this activity to make students think strategically instead of just apply a skill? A possible revision is to play the game Vocabulary 4-square. Students have to hop onto each of four squares on a 2x2 grid. On square one, they say the vocabulary word. On square two, they say the part of speech. On square three, they demonstrate the word in action. On square four, they use the word in a sentence. Now you will work with your team to revise the remaining activities to be a higher DOK level. Record your ideas on the handout. Pause the webcast here to complete this activity.

Please take a moment to reflect on what you have learned by answering the reflection question on your handout: How can you use the concept of Depth of Knowledge in your day-to-day planning? Thank you for your participation.